

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Developing Leadership Skills

Practical Problem

How can you utilize FCCLA programs to promote personal growth and leadership development?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit, Ohio State University, 1996. Vocational Instructional Materials Laboratory

Family, Career and Community Leaders of America, Inc. *Get Connected* CD-Rom, *Power of One*, *STOP the Violence*, *Career Connection*, *Planning Process*, Reston, VA: FCCLA, Inc.

Background Information for this Lesson

Career and Family Leadership, Content Module 1

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

B.8 Utilize FCCLA programs to promote personal growth and leadership development
(Application)

Missouri Show-Me Goals/Standards Addressed

4.6 Identify tasks that require a coordinated effort and work with others to complete those tasks

National Family and Consumer Sciences Standards Addressed

1.2.6 Demonstrate leadership skills in the workplace and community

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Describe leadership skills.
2. Demonstrate the use of leadership skills.
3. Apply leadership skills to promote personal growth and develop leadership.

Instructional Strategies

1. Describe leadership skills.

Tell students they will be practicing using leadership skills. The leadership skills to be focused on will be: a) Involves others in making decisions, b) stimulates group creativity, c) exhibits a positive attitude, and d) establishes timetables.

Write each of the 4 leadership skills at the top of piece of newsprint. Hang the papers around the room. Assign a group of students to each leadership skill. Give the group one minute to describe that leadership skill. Ask the student groups to rotate to the next leadership skill and give the group 1-½ minutes to describe that leadership skill. Continue around the room until all groups have been to all of the leadership skills.

Discuss descriptions that each skill has in common and identify the differences in each skill. (Cooperation, Leadership, Management)

Questions for Discussion/Formative Assessment

- 1. How did working in a group help to generate more descriptions of each leadership skill?*
- 2. What did you do to encourage the cooperation and contribution of all members of the group?*
- 3. How did the timing at each rotation help/hinder the development of ideas?*

2. Demonstrate the use of leadership skills.

Questions for Discussion/Formative Assessment

- 1. How did you/your group use each of the leadership skills as you described leadership skills on the newsprint? How did you:*
 - a. Involve others in making decisions?*
 - b. Stimulate group creativity?*
 - c. Exhibit a positive attitude?*
 - d. Establish timetables?*

Ask students to use the descriptions on the charts and their ideas to identify ways they could have worked better as a group and used their leadership skills. With the students, create a scoring guide to show the development of leadership skills. Use “Teamwork: How Effective Were We?”, from p.110 in *Alternative Assessments* as a guide.

Assign each student group an FCCLA project to work on that will allow them to demonstrate the use of the 4 leadership skills. Choose one from “STOP the Violence”, “Families First”, “Student Body”, “Financial Fitness”, “FACTS”, and “Career Connection”.

Ask the students to complete a mind map to illustrate the FCCLA “Planning Process” as they work on their project. Identify the concern/problem in the center of the “Mind Map”, p. 70, (*Alternative Assessment*). Major steps that would need to be completed should be listed in the next level, and the breakdown of duties to accomplish that major step should be placed on the outside level.

Students should check off the leadership skills that they used as a part of the project planning process and also check off the leadership skills that they observed for 2 members of their group.

Questions for Discussion/Formative Assessment

- 1. How did helping to develop the rubric assist you in the use of leadership skills?*
- 2. What leadership skills are easy for you to use? Difficult?*
- 3. How can you work to improve your leadership skills?*
- 4. How do you use these leadership skills at school/with your family/ at work?*

3. Apply leadership skills to promote personal growth and develop leadership.
Ask each group to display their mind map on an overhead or LCD panel as they share about the project they planned and how the project would help them to develop and use the 4 leadership skills. (Communication, Leadership, Technology)

Ask each student to complete an FCCLA “Power of One” project using “Take the Lead”. Students should identify a leadership skill that they would like to strengthen, select a project idea from the list or develop their own project idea, and then complete the “Take the Lead” project. Illustrate the planning process on a mind map, and complete the “Take the Lead” Project Sheet.

Questions for Discussion/Formative Assessment

- 1. How did completing the “Power of One” project help you to focus on promoting personal growth and developing leadership skills?*
- 2. How can you use your new leadership skills to help you grow personally?*
- 3. How can you use your new leadership skills to develop more leadership skills?*

Assessments

Paper/Pencil:

1. Describe in writing, three characteristics of each leadership skill identified in Instructional Strategy #1. (Knowledge)
2. Develop a scoring guide to measure leadership skills demonstrated by self and others during the implementation of a project. (Application)

Classroom Experience:

1. Utilize a mind map to illustrate the FCCLA “Planning Process”. See Instructional Strategy #2. (Application, Comprehension)
2. Demonstrate leadership skills while planning a leadership project. Use the scoring guide developed in Paper/Pencil Assessment #2 to assess these leadership skills. (Comprehension)

Application to Real Life:

1. Interpret the results from three scoring guides developed in Instructional Strategy #2 (yours and from 2 group members). Develop a plan using the FCCLA Planning Process or the SEARCH for Solutions model (p. 80 and p. 87, Career and Family Leadership) to improve your leadership skills. (Comprehension, Application)
2. Plan a project using FCCLA, Power of One – “Take the Lead” to develop leadership skills. Complete a Mind Map and the “Take the Lead Project Sheet” to assess the project.